

**AN ANALYSIS OF ORAL ASSESSMENT PRACTICES IN EFL  
CLASSROOM AT SMAN 3 MALANG**

**THESIS**

In Partial Fulfillment of the Requirements for Master

Degree of English Language Education



**Proposed by:**

**WINDA FIFI PUSPITASARI  
201510560211017**

**DIRECTORATE OF POSTGRADUATE PROGRAM**

**UNIVERSITY OF MUHAMMADIYAH MALANG**

**OCTOBER 2018**

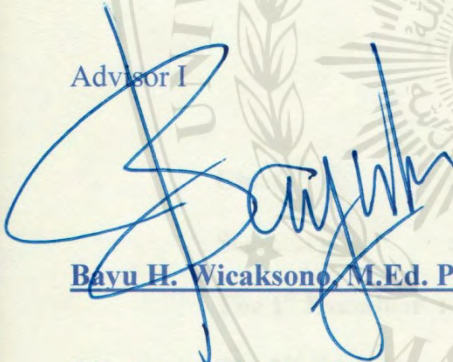
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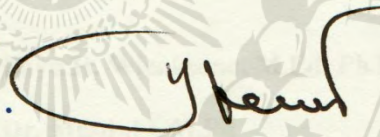
has been accepted on  
**Friday, 26 October 2018**

Advisor I



**Bayu H. Wicaksono, M.Ed. Ph.D**

Advisor II



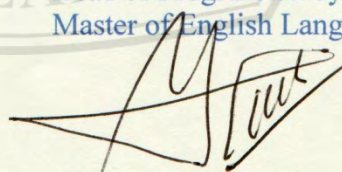
**Dr. Masduki, M.Pd**

Director of Directorate of  
Postgraduate Program



**Akhsanul Ummam, Ph.D**

Head of Program Study  
Master of English Language Education



**Dr. Hartono, M.Pd**

# THESIS

Written by:

**WINDA FIFI PUSPITASARI**

201510560211017

has been examined in front of the examiners  
on Friday, **26 October 2018** and decided that  
it has fulfilled the requirements to get  
Master Degree of English Language Education  
in Postgraduate Program of University of Muhammadiyah Malang

## THE EXAMINERS

Chief : Bayu H. Wicaksono, M.Ed. Ph.D

Secretary : Dr. Masduki, M.Pd

The 1<sup>st</sup> Examiner : Dr. Hartono, M.Pd

The 2<sup>nd</sup> Examiner : Dr. Sri Hartiningsih, MM



## LETTER OF STATEMENT

I, the undersigned:

Name : **WINDA FIFI PUSPITASARI**  
NIM : **201510560211017**  
Study Program : **Master of English Language Education**

Hereby, declare that:

1. The thesis entitled: **AN ANALYSIS OF ORAL ASSESSMENT PRACTICES IN EFL CLASSROOM AT SMAN 3 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 26 October 2018

The Researcher,



**WINDA FIFI PUSPITASARI**

## **ACKNOWLEDGMENT**

Alhamdulillahirabbil'alamin, all praises to Allah SWT, the most merciful and the Most Beneficent, who have given the inspiration, strengths, health and blessing in completing this thesis. May peace and salutation always be given to our prophet Muhammad SAW, the best teacher and model in the world.

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Malang, 26 October 2018  
The Researcher,

Winda Fifi Puspitasari

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# AN ANALYSIS OF ORAL ASSESSMENT PRACTICES IN EFL CLASSROOM AT SMAN 3 MALANG

Winda Fifi Puspitasari  
University of Muhammdiyah Malang  
[Windafifi06@gmail.com](mailto:Windafifi06@gmail.com)

**Abstract:** The aimed of this present study were, (1) to know the practices of oral assessment done by the teacher, and 2) to investigate the practices which showed students' positive responses. This research was conducted at SMAN 3 Malang. The participant of this research was the English teacher in this school, and the students who joined in oral assessment practices. The number of the participant was 1 teacher, and 33 students. In collecting the data, the researcher employed observation, interview, and documentation. The researcher utilized observation checklist, video and audio recording, in-depth interview, and document as the instruments. The result showed that the teacher utilized two types of oral assessment practices during teaching learning activity; they are acting from a script and telling stories practices. The result indicated that the students' responses toward the oral assessment practices were positive response. The students who have positive response towards speaking English mean that they are more involved in speaking activities.

*Key words: Oral assessment, Oral assessment practices, Students' responses*

## ABSTRAK

**Winda Fifi Puspitasari:** Analisa Praktik Penilaian Lisan di Kelas EFL di SMAN 3 Malang. **Pembimbing: 1. Bayu H. Wicaksono, M.Ed. Ph.D, 2. Dr. Masduki, M.Pd**

Tujuan dari penelitian ini adalah: (1) untuk mengetahui praktik penilaian lisan yang dilakukan oleh guru, dan (2) untuk meneliti praktik yang menunjukkan tanggapan positif siswa. Penelitian ini dilakukan di SMAN 3 Malang. Partisipan dalam penelitian ini adalah guru bahasa Inggris di sekolah ini, dan siswa-siswa yang mengikuti dalam praktik penilaian lisan. Jumlah dari partisipan penelitian adalah 1 guru, dan 33 siswa. Dalam mengumpulkan data, peneliti menerapkan pengamatan, wawancara dan dokumentasi. Peneliti menggunakan daftar cek pengamatan, video dan rekaman suara, wawancara lebih mendalam, dan dokumen sebagai alat penelitian. Hasil dari penelitian menunjukkan bahwa guru menggunakan 2 praktik penilaian lisan selama kegiatan belajar mengajar, diantaranya berakting dari naskah dan bercerita. Hasil dari penelitian mengindikasikan bahwa tanggapan terhadap praktik penilaian lisan adalah tanggapan yang positif. Siswa-siswa yang memberikan tanggapan positif terhadap berbicara bahasa Inggris bahwa mereka lebih terlibat dalam kegiatan berbicara.

Kata Kunci: penilaian lisan, praktik penilaian lisan, tanggapan siswa.

## **BACKGROUND OF THE STUDY**

Assessment plays an important role in the teaching and learning process because it is a tool which describes the activities done by the teacher in order to obtain the information about students' learning process. According to Brown (2003), assessment is a continuation of teaching learning process which consist of student's responds to a question, offers a comment or try to produce a new word, in this phase, the teacher unconsciously make their assessment based on the students' performance. It means that assessment is the process of gathering information about students' learning process in the classroom.

In the teaching and learning process, teachers make the assessment process based on the result of the learning that has been achieved by students. It is in line with Grondlund & Waugh (2009) who stated that assessment is used as a broad category that includes all of the various methods used to determine the extent to which students are achieving the intended learning outcomes of instruction. Meanwhile, Chang (2006) stated that most teachers see assessment as an extension of instruction and as having an important effect on student engagement and motivation. It can be concluded that assessment is activity to determine the students' learning outcomes and give the effect on students' motivation.

The purpose of assessment is to improve the students' learning and to gather the information about their performance and progress. According to Jabbarifar (2009), the purpose of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than to catch them out or to show they have not learned. It means that assessment and evaluation will help the students show what they have learned. The law of Republic of Indonesia Government (*UU*) (2016) chapter 3 article 4 number 1 states that the aims of the teacher in applying the assessment of learning are to monitor the evaluation process and learning progression, and to improve the result of the learning continuously. Due to that fact, it can be assumed that teacher be able to monitor and evaluate the students' progress through assessment.

In English language education context, there are some problems to the assessment practices which are found in English language education. Based on preliminary observation done by the researcher, there were several problems in written assessment of English language education such as: the result of written assessment cannot reflect English student competences, the students still do cheating in written assessment because some of them feel that they are not confident with their ability, and the last problem is written assessment does not cover all of skills. In line with the problems, this study is designed to analyze the oral assessment as another form of practices. So, it is expected that the result may have a beneficial input to the teacher who would like to conduct assessment.

However, English is taught in any level. In same case, many institutes, colleges and universities, or course provide. In this case, the researcher chose SMAN 3 Malang because it is one of the 7 best SMAN in Malang based on the *Kementrian Pendidikan dan Kebudayaan Republik Indonesia*. SMAN 3 Malang itself has many achievements in any fields; they are MEDSPIN achievement, National Science Olympiad achievement, and City Science Olympiad achievement. In addition, SMAN 3 Malang has already received A accreditation. So, it can be said that this school is superior school in Malang. Therefore, the researcher prefers to chose SMAN 3 Malang in conducting the research. The school is not only good in their performance, but also the quality is undeniable.

Oral assessment practices may be applied by teacher in the teaching learning process in order to help the students in producing and expressing their ideas orally. According to Joughin (2010), oral assessment refers to assessment of student learning that is conducted by the spoken word. It means that students do the assessment should be more in oral form rather than in written. In addition, the students should conduct the assessment by using their own language in order to support their performance. Therefore, in this kind of assessment, the teacher needs several aspects which are related to the oral assessment such as grammar, vocabulary, comprehension, fluency,

and pronunciation in order to be easier in determining the students' performance quality.

Furthermore, oral assessment activities can be done by the students through the dialogue, oral presentation, and debate. It is supported by Fitzgerald (2016) who stated that an oral exam can be evaluated the student's grasp of the oral medium, presentation style, or languages skills and the student's understanding of the material as demonstrated through spoken word. Moreover, Heiter (2005) identified that oral assessment can be taken from three basic forms: first, an exam where one individual student is asked a series of questions. Second, two or more students are examined at the same time. Third, a student gives a presentation on a course-related topic that has been assigned well in advance. Finally, it can be concluded that oral assessment may assess the students individual and groups, and also make a presentation which is related to the topic in order to know the students' performance.

However, oral assessment improves the students to be communicative because they should communicate with other students. It is supported by Sorohiti (2006) stated that oral assessment encourages students to be confident and to communicate actively with their peers and their teacher. It has been already mentioned before that oral assessment is a kind of assessment which done by students using their own words. In other words, oral assessment deals with speaking skill. According to Kayi (2006), speaking is the productive skill in the oral mode. Meanwhile, Brown (2003) stated that speaking is a productive skill that is obtained in terms of the teacher's sight of the accuracy and effectiveness of students listening to what the teacher conveyed through oral tests conducted in the classroom. It means that speaking is the ability that the students should produce the words orally. Therefore, teacher should use oral assessment as activity to improve the students' performance in the classroom.

Moreover, oral assessment is the method to measure the students' performance and knowledge. It is supported by Joughin (2003) asserts that there are four categories of learning to be assessed in oral assessment such as knowledge and



understanding, problem solving and applications, interpersonal competence, and personal attributes. First, in knowledge understanding, teacher should adjust the students understanding deals with fact, concepts, principles and procedures in making the professional practice of oral assessment. Second, problem solving and applications, in this case the teacher does not only ask the students the questions about the knowledge, but also the teacher should observe the students in applying their knowledge.

Then, the third category that proposed by Joughin (2003) is interpersonal competence. In this category, generic or transferable skills, including communication and interview skills in the context of professional situation, are suitable for measurement through oral assessment. The last category is personal attributes. This category is often called to be used to measure personal qualities for instance, alertness, reaction to stress, adaptability, self-awareness and self-confident. Based on the four categories above, it can be said that the students should be able to apply all of the four categories of learning during the assessment process.

Based on the information provided in the background of the study above, this study is going to answer the following research questions:

1. What are the practices of oral assessment done by the teacher?
2. What are the practices of oral assessment which show students' positive responses?

## **REVIEW OF RELATED LITERATURE**

Oral assessment is also one of the ways for the teacher to look for the students' ability in producing words. It is supported by Baturay, Tokmak, Dogusoy, and Daloglu (2011) who stated that "Oral assessment is often carried out to look for students' ability to produce words and phrases by evaluating students' fulfillment of a variety of tasks such as asking and answering questions about themselves, doing role-plays, making up mini dialogues, defining or talking about some pictures or talking about given theme". It can be said that oral assessment is assessment that the teacher

has to assess the students speaking ability by doing various activities and it may encourage them to be confident and communicative.

Lafc as cited in Sorohiti (2006) suggested that oral assessment is used to determine students' verbal response when assessing students' mastery of knowledge, skills, and abilities. It means that the students should be able to combine their knowledge and performance in producing the words, and then the students will be better in speaking. According to Huxmam, Campbell & Westwood (2010), there are five advantages of oral assessment such as: 1) develop oral communication skill, 2) it is more authentic than most types of assessment, 3) oral assessment may be more inclusive, 4) to be powerful way of evaluating understanding and encourage critical thinking, 5) difficult to cheat each other. It can be concluded that oral assessment as a look which have several advantages in order to encourage students' critical thinking and improve students speaking ability.

According to Ahmed, Pollitt and Rose (1999), one of the purposes of oral exam is to provide a way of assessing students' knowledge rather than their written communication skills. It is in line with Sorohiti (2006) who stated that, oral assessment also known as oral examination or test is one of the exams that are fully correlated with students speaking skills. From those theories, it can be concluded that oral assessment is the way which is expected that present student knowledge in communication skill.

Furthermore, there are several types of activities applied in the classroom which can improve the students' oral assessment. According to Harmer (2001), there are several types of activities to promote speaking, such as:

1. Acting from a Script

The students have to act in front of the class from out of the course books and they have to write by themselves. There are two kinds of activities currently used in the acting from a script such as: play scripts and acting out dialogues. Play scripts is important for the students when they do play or play scripts, because they should perform it as real acting. Whereas, acting dialogues are more give students time to

prepare their dialogues before they perform in front of the class. It can be concluded that acting from a scripts is kind of activity that the students have to perform in real context based on a script.

## 2. Communication Games

Games are designed to provoke the communication among students. Then, one student has to talk with others partner. The purpose of the communication games to make students fluently in speaking ability, because they can interact among students easily. There are two kinds of communication games; they are information-gap games and a television and information game. First, information-gap games are games which depend on information gap such as one student has to talk to their partner in order to solve the puzzle game, draw or describe a picture. Second, a television and information game which is from the radio and TV often provides good fluency activities. The aim of those communication games is to gain the students talking as quickly and fluently as possible. Then, it can be said that communication games may help the students to be fluent and easily to interact each other, because they should give the new information and knowledge through this activity.

## 3. Discussion

One of the reasons that discussion fail is the students reluctant to say about their opinion in front of the class. Then, teacher can use discussion as a solution in order to help or give chance to the student in expressing their opinion. According to Kayi (2006), discussion activity may foster the students in critical thinking and quick decision making, and they can learn to express and justify themselves in polite ways while they are disagreeing with the others. It can be said that discussion is the activity that may help the students to express their ideas, to build their critical thinking, and they should work with various people and learn to be open to different ideas.

## 4. Prepared Talk

The student makes a presentation based on the topic that they have chosen. In this case, the students should speak from their notes rather than from a script. Then, the students should speak and doing oral presentation based on their notes. However, before they have presentation the teacher gives time to prepare their talks. This

activity can be done in pairs or small group presentation. In short, by using this activity, it will give the students chance to practice their oral presentations in order to be more active and fluent.

#### 5. Questioners

Questioners are useful because both questioner and respondent have something to say each other. Then, it can improve and produce the students' communication. In this case, the students can design questioners based on the appropriate topic. However, in this activity teacher can act as a resource that helping the students in the design process. It can be said that questioners activity will improve the students to be communicative because they should communicate each other to produce the language.

#### 6. Simulation and Role-play

Many students derive great benefit from simulation and role-play. In simulation are more elaborate. In this case, the students have chance to practice in a real life encounters. For example, business meeting, an interview or conversations in an airplane cabin, a hotel foyer, a shop or a cafeteria. According to Kayi (2006), role-play is one other way of getting students to speak. In this case, the students will pretend that they are in variety of social roles. Simulation and role-play can be used to encourage general oral fluency or to train the students for specific situations, especially where they are studying English for Specific purposes (ESP). Therefore, the teacher may use the simulation and role-play to improve the students' oral fluency, to build self-confidence and enthusiastic, because in this activity they will have different role.

#### 7. Telling Stories

Storytelling is good for speaking, it is not only to encourage the students to use a lot of language, but also they can tell stories all the time in real life. It means that storytelling foster the students to be creative thinking and can help them to express their ideas. For example, reconstructing a story which the teacher put the students into six groups. Each group is given one or two of a series of pictures that tell a story. After each group has a chance to study the pictures, then the teacher takes

the pictures away. Then, each group has one student to tell each other what is in their pictures. Therefore, telling stories also may apply in teaching and learning because this activity will encourage students to use their own language and to be creative thinking to develop the story that they have heard before.

### **Students' Responses toward Oral Assessment Practices**

The types of oral assessment practices and students' oral production responses have positive relationship. In the teaching and learning process, as involvement and participation are essential for language acquisition, the more utterance that produce by learners, then their spoken language will be increased (Abebe and Deneke, 2015). The oral assessment practices will encourage students to respond with positive attitude in order to promote students to be active in learning. It is in line with Bui & Intaraprasert as cited in Gardner, Lanlonde and Moorcroft (2013) attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends on attitude. It can be said that the students' attitude will give response in order to encourage the students to be active in oral assessment practices.

Furthermore, the students' attitude is very important in teaching learning process because they will show the positive and negative attitude toward oral assessment practices. According to Bui & Intaraprasert (2013), learners with positive attitude towards speaking English will be involved in speaking activities and may try to use more strategies that help them with their difficulties in the course of conversation, and learners with the negative attitude will be less willing to participate in speaking activities. It means that, the students responses toward oral assessment practices is really important to participate and involve in the speaking activities.

## **RESEARCH METHOD**

### **Research Design**

This study aimed to investigate the oral assessment practices in EFL classroom. The topic is about oral assessment practices in the EFL classroom. This



topic may be found in the natural setting. In this present study, the researcher used qualitative research design. The rationale of the chosen design is following the idea from Ary, Jacobs, Sorensen, & Razavieh (2010). Ary et al., (2010) claimed that “Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants”. In line with that statement, Creswell (2002) asserts that qualitative methods explore issues and develop a detailed understanding of the central phenomenon. Therefore, the researcher chose qualitative approach because the purpose of this study is to understand and describe the phenomenon that happens to the participant being observed in the natural context of oral assessment.

According to Richards (2003), there are seven core strategies in qualitative research that are relevant to TESOL: ethnography, grounded theory, phenomenology, case study, life history, action research, and conversation analysis. From those seven types of qualitative research in TESOL, a case study is chosen. In this study, the researcher employed case study design because the researcher explored about the best practices that apply by teacher. The teacher was attractive when delivered the materials and students were very active and enthusiastic with process of the teaching learning process. According to Yin (2013), a case is ‘a contemporary phenomenon within its real life context, especially when the boundaries between a phenomenon and context’. It is strengthened by Creswell (2007) who stated that case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context). Therefore, this study applied case study design since this research conduct within in real life context in order to describe the oral assessment practices that used by the teacher.

### **Data and Source of Data**

In conducting the research, the researcher needed various data to answer the research question. The data in this research are the activities of oral assessment practices. According to Fraenkel & Wallen (2009), data refers to the kinds of information researchers obtain on the subjects of their research. In short, data were

anything information found by the researcher in the field which could be used to answer the research questions. Meanwhile, data source is a source which data are taken from the field. The researcher found the information about oral assessment practices from the teacher. In this present study, the researcher took the data from the classroom observation and in-depth interview with the teacher.

### Data Collection

Data collection refers to the process of collecting data procedure in the field. The researcher observed the teaching and learning activities in the oral assessment practices classroom. In this study, the data were obtained from the observation and interview. The detail information about the techniques and instruments of data collection is stated in table 3.4 below.

**Table 3.4: Data Collection**

No.	Research Question	Source of Data	Research Data	Technique/Instrument to Collect the Data	Data Form
1.	What are the practices of oral assessment done by the teacher?	The English teacher	Statement/utterances from the teacher	- Observation , field-notes, observation checklist, and video recording - Interview and in-depth interview	-transcript  -transcript from the interview
2.	What are the students' positive responses toward oral assessment practices?	The students	Students' response	- Observation	- Transcript from classroom observation

## **Observation**

In this study, the researcher obtained the information about oral assessment practices through the observation. Observation also refers to one of techniques in gathering data. According to Latief (2014), “observation is used as a technical term in research with its specific meaning”. It is also supported by Arikunto (2006) who stated that observation is directed toward an object to get the data. It means that by conducting the observation the researcher knew about the activities in the classroom during teaching and learning process.

To collect the data, the researcher used non-participant observation. According to Fraenkel and Wallen (2009), non participant observation study is the researchers do not participate in the activity being observed but rather “sit on the sidelines” and watch learning teaching process, the researcher did not directly involved in the situation. It means that the researcher did not participate or interfere with the learning teaching process. The researcher observed in the natural setting of oral assessment practices that done by the teacher.

In this present study, the researcher used field-notes, observation checklist, and video recording as the instruments of the observation. The instrument is used to help the researcher obtain the information and data about oral assessment practices. In the observation, field-note was one of the instruments to gain the data. According to Creswell (2002), fieldnotes are text (words) recorded by the researcher during an observation in a qualitative study. In this study, field-note is used in order to write some activities that may be occurred when teaching learning process and to anticipate the non-verbal activities which may give benefits for data interpretation. After making the field-notes, the researcher wrote the transcript based on the result of the field-notes.

Observation checklist was used to list the oral assessment practices which were used by the teacher. Then, the video recording was used to obtain the data about the teacher and students activities and utterances in teaching and learning process. According to Richards & Lockhart (1996), the advantages of audio or video recording

are the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by other instruments. Therefore, field notes and video recording helps the researcher to obtain the information about the teacher and students activities in the classroom. Then, the result of video recording the researcher wrote the transcripts.

## **Interview**

Interview is one of the crucial techniques in the current study. Interview is used to interview the teacher in order to obtain the information deeper. Interview is the way to collect the data by using series of questions and answer orally. According to Ary et al.,(2010), interview is used in order to gather the data about someone's opinions, beliefs and feelings, in their own words. It is supported by Creswell (2007) who stated that qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers". In short, the interview is conducted to obtain the information from the teacher as one of the participants of the study.

In this present study, the researcher used in-depth interview which is the researcher obtained the information about oral assessment practices deeper. In this case, the researcher interviewed the teacher in class X.H. When conducting the interview, the researcher used in-depth interview as the instrument to collect the data. The in-depth interview was used to interview the teacher about oral assessment practices that done by the teacher. The in-depth interview is the instrument used by the researcher to gather the data about the oral assessment practices and how the teacher applies. In this study, the researcher asked some questions related to the study. According to Fraenkel and Wallen (2009), the purpose interviewing people is to find out what is on their minds, think or how they feel about something. In sum, interview was used to obtain the information from the teacher related to the study. The process of interview was recorded in the form of audio recording by the researcher.

### **Steps in Collecting the Data**

Data collection is conducted to gather information about the oral assessment practices in teaching and learning process. In this case, the researcher focused on the oral assessment practices that done by the teacher. In order to collect the data, the researcher took some steps as follows:

1. Observed the oral assessment practices that done by the teacher.
2. Observed about oral assessment practices done by the teacher that showed positive response to the students learning.
3. Took field notes for the classroom activities that happened in teaching and learning process.
4. Transcribed the data from video recording as the result from the observation in oral assessment practices classroom.
5. Interviewed the teacher as one of the participants of the study in order to make clear information.

In sum, the researcher did the procedure by observed the oral assessment activities, observed oral assessment practices that showed positive response, took the field notes for the classroom activities, transcribed the data from video recording, and interviewed the teacher as the participant.

### **Data Analysis**

After finishing collecting the data, the researcher analyzed the data. According to Miles & Huberman (1994), analysis consist of three concurrent flows of activity such as: data reduction, data display, and conclusion drawing/verification. The researcher explored each of these themes in more depth.

### **Data Reduction**

According to Miles & Huberman (1994), "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions". In this study, data reduction is the process of selecting about which data the focus of the researcher. The data in this research



was about oral assessment practices that done by the teacher which show positive response to the students. The researcher obtained the data from the observation and interview.

To analyze the transcript of teaching and learning process, the researcher did some steps. Firstly, the researcher collected the data through observation and interview. Secondly, the researcher made the transcription from the interview. Thirdly, the researcher selected the teacher's utterances which are containing the practices that done by teacher and students' responses. Fourthly, after all of the utterances have been categorized, then the researcher classified the practices done by the teacher based on the framework Harmer (2001). In categorizing the students' responses, the researcher used the framework of Bui & Intaraprasert (2013).

### **Data Display**

The next step in analyzing the data is displaying the data. According to Miles & Huberman (1994), "Display is an organized, compressed assembly of information that permits conclusion drawing an action". In this study, the process of displaying data was in the form of description from the oservation and interview. The data display helped the researcher to understand to do something either analyzes or takes action. By using data display the researcher was easy to understand and analyze the data.

### **Conclusion Drawing and Verification**

The last step in analysis of qualitative data is conclusion drawing and verification. Conclusion drawing means that beginning to decide what thing mean, noting regularities, patterns, explanations, possible configurations, casual flows and proposition (Miles and Huberman 1994). From the data display, the process of the final data analysis the researcher drew a conclusion from all of the data collection process.

## RESEARCH FINDINGS AND DISCUSSION

### The Types of Oral Assessment Practices Used by the Teacher

In the teaching learning process, several types of oral assessment practices are important to make the process of teaching and learning more interesting. Types of oral assessment practices which are used by the teacher will make the students motivated in learning. The researcher found that the teacher practiced two types of oral assessment practices at SMAN 3 Malang, those are acting from a script and telling stories.

#### Acting from a Script

The objective of this activity was that the students are able to make the dialogue based on the topic. This practice was applied by the teacher because this dialogue was used in daily activities. It can also be seen from the observation that students are finding it easy to produce the utterances. In this practice, the teacher divided the students in pairs, and then asked them to make the dialogue based on the topic. Then, the students performed the dialogue in front of the class with their partner. The following excerpt data shows a series of acting from a script that posed by the teacher.

#### Excerpt Data 1

- T : Well, students. In the last meeting we have studied about offering to do something and offering help and then you have done your homework about the conversation. **And now please, you have to practice it in front of the class with your friends.** Who will ready to perform in front of the class? Yes, please! Nadia and Naila. You have to perform your dialogue in front of the class. (Appendix 1, line 31-36)
- Ss : (Students do acting from script practice in front of the class)

Based on the excerpt data 1, the researcher found that acting from a script was applied by the teacher in the oral assessment practices. Acting from a script practice was used by the teacher in order to help the students to be more confident and communicative. Besides, they have to perform in a real context based on a script.

This practice might help the students understand about the use of expressing offering help in the daily activities. Referring to the excerpt data 1, the researcher showed about the example of acting from a script that posed by students.

#### Excerpt Data 2

Dialogue:

Student A: Good morning, Naila.

Student B: Good morning, Nadia.

Student A: What are you doing?

Student B: I'm cleaning the room.

Student A: Do you need some help?

Student B: No, thank you for offering. I can do it by myself. (Appendix 1, line 38-43)

In this activity, the students did the dialogue in pairs. The topic of the dialogue is about expressing of offering help and the students did the practice in cleaning the room situation. In the dialogue above, the student A was offering her help to the student B to clean the room. While student B rejected because she could do the job by herself without any help. In addition, the teaching points of this activity are the students learned about the use of expressing offering help in daily activities. By doing this activity, the students learned how to speak about offering some helps to other person in polite way; help the students to be creative in creating the dialogue, to be confident to perform the dialogue in front of the class and to speak English fluently.

#### Telling Stories

In this activity, the teacher divided the students into several groups. Then, the teacher asked the students to browse the stories in the internet based on the topic. The teacher asked the students to discuss the story with their group and try to understand about the contents of the story. In this case, the teacher gave more times to prepare their stories. In the observed class, the students told the story by using some pictures in order to ease them in the presentation. Then, the teacher asked the students to tell the stories in front of the class. The excerpt data 3 shows of telling stories that posed by the teacher.

### Excerpt Data 3

- T : Good. So, in the last meeting we have studied about narrative and then divided the students into several groups. Every group has to browse the stories in the internet. Then, every group has to perform your own stories in front of the class by using a picture. Now, who are ready to do the practice in front of the class?
- Ss : (Students came forward in front of the class)
- T : Good. **You have to present your story with your group in front of the class.** Now, Arif's group will present the story. What is your story about? (Appendix 1, line 67-75)

Based on the excerpt data 3, the teacher asked the students to present their story in front of the class in groups. In this activity, the students had to present their own stories by using a picture in order to ease them in presentation. In addition, this practice was applied by the teacher because the students might learn about the moral values in every story. Telling story practices was applied by the teacher in order to promote language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, this activity may provide a motivation for learner in language learning. In the excerpt data 4 shows the practice of telling stories that had been presented by the students.

### Excerpt Data 4

"The Rabbit and the Turtle"(Appendix 1, line 111-127)

In this practice, the students were choosing the rabbit and the turtle story, and then they tell the stories by their own language. The teacher asked the students to find a narrative short story from the internet and try to understand about the content of the story itself. The content of the story above told that the rabbit was underestimating the turtle ability because he ran slowly. Then, the moral value of the story was that do not be arrogant to others and never underestimate to the weakest opponent. It can be said that, the students may choose this story because it was attached with their daily life. From the data above, it might be inferred that the students are successful to take their part in doing the practice during the classroom activities.

In this case, oral assessment practices can be done through the telling stories practice. Telling story practice is important to be implemented in the classroom

because it helps students to improve their imagination. The students can summarize the story and to tell their classmates, so they become motivated to hear the story itself. Then, students may learn English language through the telling stories practice because it is one of the ways to improve oral language. The telling stories practice is very helpful to enhance the students' listening ability in the learning process.

### **The Students' Positive Responses toward Oral Assessment Practices**

The teaching learning activities in class X.H of oral assessment practices were interactive and communicative. The teacher applied some practices in order to make the students become motivated and enthusiasm in joining the lesson. From the observation, it was found that there were two types of students' responses in speaking. Those types were positive response and negative response. In this study, the researcher tried to analyze the positive response toward oral assessment practices. However, learners who have positive responses towards speaking English will be engaged in speaking activities. There were two types of practices which showed students' positive responses such as: acting from a script and telling stories. Almost all of the students enjoyed the activities given by the teacher during teaching and learning process. The following excerpt data shows the students' responses toward oral assessment practices.

#### **Acting from a Script**

Based on the observation, acting from a script showed positive response toward students' oral assessment practices because they participated and understood about the instruction given by the teacher. Almost all of the students enjoyed the activities given by the teacher during teaching and learning process. It can be seen when the teacher invited the students did the practice in front of the class.



#### Excerpt Data 5

- T : Good, thank you so much. Then, what is the dialogue about?  
S<sub>s</sub> : The dialogue is about offering help, mam.  
T : Very good! So, the dialogue is about offering help. Okay, next students please! Who will be the next?  
S<sub>s</sub> : **(the students came forward in front of the class).**  
T : Yes, please!  
S<sub>s</sub> : **(the students do acting from a script practice in front of the class).**  
(Appendix 1, line 44-50)

Excerpt data 5 revealed that the students gave the positive response toward oral assessment practices because they did the practice in front of the class. The students gave the response by becoming volunteers in the classroom activity. So, it means that the students did the work toward the activities given by the teacher. In this case, the teacher asked the students to act the short dialogue with their partner. They had to create their scripts based on the topic given by the teacher, memorize it and act their scripts in front of the class. In addition, the teacher effectively pushed the students to be more confidence to express their ideas and the atmosphere of the class becomes more fun because the students play the dialogue with their own style.

#### Telling Stories

Telling story is also one of the practices which showed students' positive response. Based on the observation, the students gave positive response towards the telling stories practices because they were enthusiasm to present their stories in front of the class with their groups. In this practice, the teacher asked the students to tell the stories about narrative by using the picture in front of the class. Using picture is one of the ways to tell the real situation. It is one of the media that make the students enjoy the lesson. This can be seen in the following excerpt data when the teacher asked students to practice in front of the class.

#### Excerpt Data 6

- T : Very good story. Now, who will be the next presenter? The next students please!
- Ss : **(the students came forward in front of the class)**
- T : Good. Ajeng and Risma will be the next presenter. What is your story about?
- S1 : Our story is about the rabbit and the turtle, mam.
- T : Well, now please present your story to your friends.
- Ss : **(Students do telling story practice in front of the class).**  
(Appendix 1, line 103-110)

The excerpt data 6 showed that the students gave positive response toward the practices. It is similar with the previous data that the students were give the response by becoming volunteers and present their story in front of the class in groups. In this practice, the students should collaborate with their group in making good presentation of the story. The students had the chance to tell the stories using their own language. In this activity, the students should understand about the contents of the story and delivered the moral values of it. In addition, in applying this practice the students will improve their speaking skill.

#### Discussion

The discussion is presented by comparing the findings with the established theory in relation to the oral assessment practices. The discussion is related to the points of: 1) the types of oral assessment practices that done by the teacher, 2) the practices of oral assessment which showed students' positive responses. Each point will be discussed below.

#### The Types of Oral Assessment Practices

From the data analysis, it was discovered that the teacher utilized two types of oral assessment practices. During teaching and learning process, the teacher used two practices those are: acting from a script and telling stories.

Based on the finding, the acting from a script was used by the teacher in the oral assessment practices. In this activity, the teacher asked the students to write the

dialogue based on the topic and present it with their pairs in front the class. It is similar with the previous study conducted by Supriya (2018), that play scripts was effective to improve the students' speaking ability in junior high school. The result of the research showed that there were some improvements of the students' speaking ability through play script in which the students become more confident and enthusiastic in speaking English. Besides, the result of the present study was different from the previous study because the researcher and Supriya (2018) have different object of the study.

Furthermore, another practice that was found in this study was telling stories. The activity aimed to invite the students to be active in learning. There were some studies conducted about telling stories practices. Telling stories does not only encourage the students to use a lot of language, but also it can tell the stories all the time in real life. It is similar to the previous study conducted by Nizzu (2016) that revealed retelling story applied at senior high school. Besides, the result of the present study may not be similar with the previous study because they have conducted the research in different school.

### **The Students' Positive Responses toward Oral Assessment Practices**

According to the classroom observation, the researcher found that the students' responses towards oral assessment practices were positive. It is supported by Bui & Intaraprasert (2013), learners who have positive response towards speaking English will be involved in speaking activities. In addition, the types of oral assessment practices should encourage students to give positive response to promote them to be active in learning.

Related to the students' response, the researcher investigated that most of the students showed that they enjoyed the teaching and learning process, especially in doing the oral assessment practices. Most of the students gave positive response towards the oral assessment practices. It could be seen by the students' emotion and gestures. Furthermore, the researcher observed the students' response in each practice

which is conducted by the teacher. The teacher used acting from a script and telling stories practices in order to invite the students to be more interested in lesson.

Based on the observation, the acting from a script gave positive response because in this activity the students are able to communicate with their groups. Besides, this practice may improve the students to express their ideas orally and improve classroom situation. Moreover, another type of oral assessment practices which gave positive response was telling story practice. In this case, the students enjoy and able to be creative in making good presentation performance. It can be seen when the students present the story by using the picture. The students did this activity in front of the class with their group. In this activity, the students told the story using their own language. However, this practice may help students to enhance their confidence to perform in front of the class and speaking skill.

To sum up, the students participated in doing the practice from both of acting from a script and telling story practices. According to Mahdikhani, Soheilhamzehloo, Maryamshayestefard & Mahdikhani (2016), participation can be seen as an active involvement process which can be divided into five classifications; preparation, contribution to discussion, group works, communication skills, and attendance. It means that the students who are active involved in the activity will bring the positive energy in the classroom.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the research findings and discussion presented in the previous chapter, some conclusions may be drawn as follows. Dealing with the types of oral assessment practices, it was discovered that the teacher utilized two types of practices. Two of seven types of oral assessment practices were employed by the teacher during teaching and learning. Those practices were acting from a script and telling stories.

The teacher applied acting from a script in the classroom because it helps the students to be more confident and communicative in English. While telling stories

practice is also important to be applied in the classroom because it may enhance the students to be fluent in speaking, pronunciation, builds vocabulary, and improve their imagination.

Specifically, acting from a script and telling stories showed students' positive respond because they were active and participate to do the practices during teaching learning process. The teacher applied the practices in order to invite learners participated in the activity. The tendency to use the practices happened due to the easiness of the teacher in promoting the students to be active in learning. Furthermore, applying several practices is one of the purposes for the teacher to improve the students speaking ability in term of raising achievement in speaking, fluency, and enhancing students' ability in expressing their own ideas by using appropriate vocabulary and grammatical form.

### **Suggestions**

According to the analysis and discussion in the previous chapters, this study provided theoretical and practical contributions toward teaching and learning English for EFL students. Theoretically, the findings of this study extended the description the use of oral assessment practices. In terms of practical contribution, some suggestions are suggested by the researcher.

First, for the teacher, it is suggested for the teacher that various types of oral assessment practices such as; communication games, discussion, presentation, questioners, and simulation and role-play should be done by the teacher during the teaching and learning activity because several practices may be used to invite the students to be active and improve their speaking ability. Second, the students should be well prepared to their performance in doing the acting from a script and telling stories practices before starting the class. Preparing the performance in doing the practice is very important to build confidence during oral assessment practices.

Finally, for the further researcher, it is suggested that they may broad the scope of the study in order to provide better result. The present study only involves one teacher and one class at senior high school level so the result may not be similar to

other teachers and other levels of English education. Moreover, the results of this study can also be used as a basic result to develop the further research.



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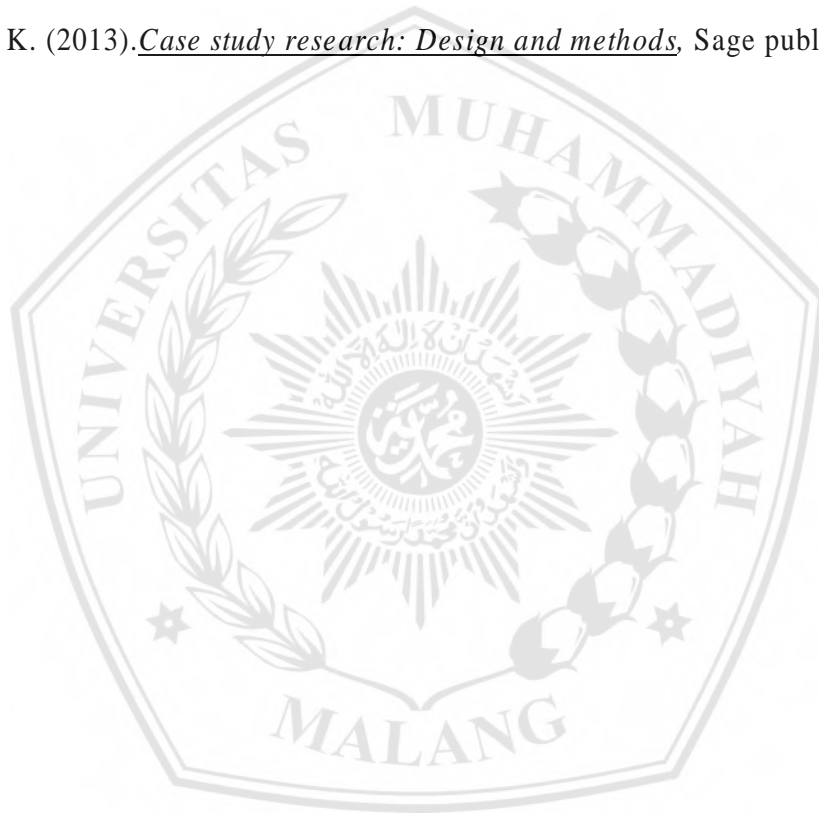
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## Appendix 1:

### Transcript of classroom observation

**This appendix was expected to answer the following research questions:**

**RQ:** What are the practices of oral assessment done by the teacher?

**RQ:** What are the practices of oral assessment which show students' positive responses?

Key of Symbols:

Speaker                      Teacher: T                      Student: S                      Students: Ss

### Transcript of Classroom Observation for Acting from Script practices.

T : Assalamu'alaikum Warahmatullah Wabarokatuh. 1  
Ss : Wa'alaikumsalam Warahmatullahi Wabarokatuh. 2  
T : Good morning, students. 3  
Ss : Morning, mam. 4  
T : Are you ready to study today? 5  
Ss : Yes, I am. 6  
T : In the last meeting we already studied about some vocabularies. Now, 7  
all of students stand up, please! 8  
Ss : (All of the students stand up) 9  
T : Start from Sella. Sella, you have mentioned one word. How many 10  
vocabularies that we have already studied? 11  
Ss : 18 vocabularies. 12  
T : Okay, now please Sella mention one word. And then please the next 13  
student you have to mention one vocabulary. Okay, students silent 14  
please! You have to give attention to your friend; your friend will say 15  
one word. You have to say about the synonym that your friend said. 16  
S1 : Fast. 17  
S2 : Quick. 18  
S3 : Smart. 19  
S4 : Diligent. 20  
S5 : Big. 21  
S6 : Large. 22  
S7 : High. 23  
S8 : Tall. 24  
S9 : Delicious. 25  
S10 : Nice. 26  
S11 : Noisy. 27

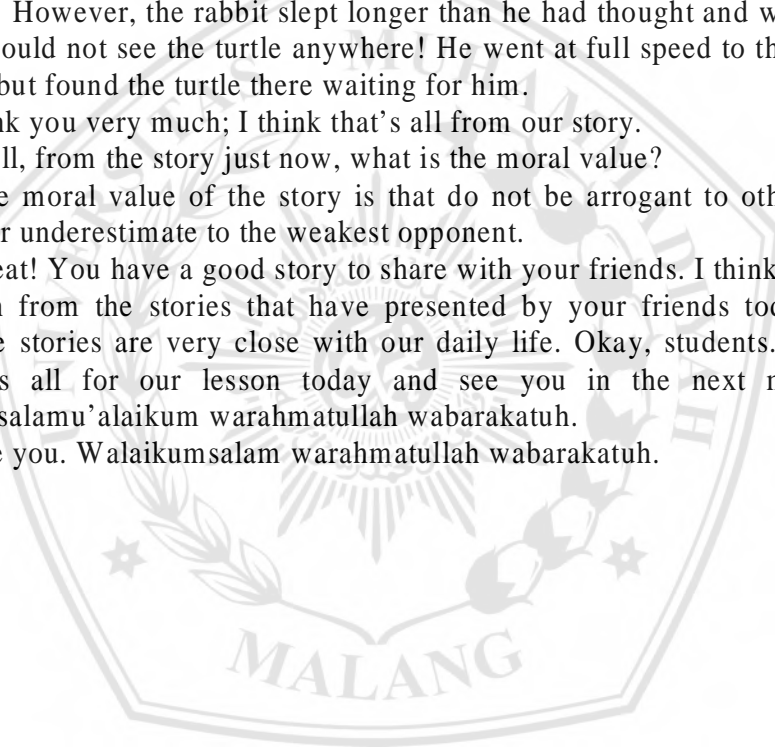
S12	: Crowded.	28
T	: Good. So you have mentioned many vocabularies. Okay, sit down please! Just know you have mentioned the synonym of vocabularies. Well, students. In the last meeting we have studied about offering to do something and offering help and then you have done your homework about the conversation. And now please, you have to practice it in front of the class with your friends. Who will ready to perform in front of the class? Yes, please! Nadia and Naila. You have to perform your dialogue in front of the class.	29 30 31 32 33 34 35 36
Ss	: (Students do acting from script practice in front of the class)	37
	Student A: Good morning, Naila.	38
	Student B: Good morning, Nadia.	39
	Student A: What are you doing?	40
	Student B: I'm cleaning the room.	41
	Student A: Do you need some help?	42
	Student B: No, thank you for offering. I can do it by myself.	43
T	: Good, thank you so much. Then, what is the dialogue about?	44
Ss	: The dialogue is about offering help, mam.	45
T	: Very good! So, the dialogue is about offering help. Okay, next students please! Who will be the next?	46 47
Ss	: (the students came forward in front of the class )	48
T	: Yes, please!	49
Ss	: (the students do acting from a script practice in front of the class)	50
	Student A: Are you okay, Dessy? It looks like you're sick.	51
	Student B: Yes, my stomach hurt.	52
	Student A: What can I do for you?	53
	Student B: Yes, please call the doctor.	54
	Student A: Okay.	55
T	: Well, students. Now, what is the dialogue about?	56
Ss	: Offering to do something, mam.	57
T	: Very good! Well, students. Today we have studied about offering to do something and offering help and all of you have a good performance in practicing the dialogue. See you in the next meeting. Wassalamu'alaikum warahmatullah wabarakatuh.	58 59 60 61
Ss	: Walaikumsalam warahmatullah wabarakatuh.	62

### **Transcript of Classroom Observation for Telling story Practices.**

T	: Assalamua'laikum warahmatullah wabarakatuh.	63
Ss	: Walaikumsalam warahmatullah wabarakatuh.	64
T	: Well, students. Who is absent today?	65
Ss	: No one, mam.	66

T	: Good. So, in the last meeting we have studied about narrative and then divided the students into several groups. Every group has to browse the stories in the internet. Then, every group has to perform your own stories in front of the class by using a picture. Now, who are ready to do the practice in front of the class?	67 68 69 70 71
Ss	: (Students came forward in front of the class)	72
T	: Good. You have to present your story with your group in front of the class. Now, Arif's group will present the story. What is your story about?	73 74 75
Ss	: The cat and the fox, mam.	76
T	: Students, please give attention to your friends!	77
Ss	: (Students do telling story practice in front of the class) Assalamu'alaikum warahmatullah wabarakatuh. Okay, friends. Today our group will present about the cat and the fox story. One day a cat and a fox were having a conversation. The fox was arrogant animal and feel how clever he was. The fox said: I have a hundred tricks to get away from our enemies, the dogs. The cat said: I know just one trick to get away from the dogs. You should teach me some of your trick! The fox replied: well, maybe someday, when I have the time, I will teach you a few of the simple one. Then they heard the barking of dogs in the distance. The barking is louder and louder, and then the dogs were coming to their direction. The cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. The cat said: this is the one and only trick that I told you. Then, which one of your hundred tricks are you going to use? The fox sit silently under the tree, wondering which trick she should use. The fox said that he had so many plans for escape but he could not decide which one to try first. The dog hunted the fox and he tried to run but a dog has to catch him. And the fox will end his arrogant. Thank you, I think that's all from us.	78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99
T	: Very good! So, what is the moral value of the story?	100
Ss	: The moral value of the story is a single plan which works is better than a hundred doubtful plans.	101 102
T	: Very good story. Now, who will be the next presenter? The next students please!	103 104
Ss	: (the students came forward in front of the class)	105
T	: Good. Ajeng and Risma will be the next presenter. What is your story about?	106 107
S1	: Our story is about the rabbit and the turtle, mam.	108
T	: Well, now please present your story to your friends.	109
Ss	:(Students do telling story practice in front of the class)	110

Assalamu'alaikum warahmatullah wabarakatuh. Okay, friends. My 111  
name is Ajeng and this is my friend Risma. Today we will present our 112  
story about the rabbit and the turtle. 113  
One day a rabbit was boasting about how fast he could run. He was 114  
laughing at the turtle for being so slow. Much to the rabbit's is surprise. 115  
The turtle challenged him to a race. The rabbit thought this was a good 116  
joke and accepted the challenge. The fox was to be the umpire of the 117  
race. As the race began, the rabbit raced way ahead of the turtle, just like 118  
everyone thought. 119  
The rabbit got to the halfway point and could not see the turtle 120  
anywhere. He was hot and tired and decided to stop and take a short nap. 121  
Even if the turtle passed him, he would be able to race to the finish line 122  
ahead of him. All this time the turtle kept going. 123  
However, the rabbit slept longer than he had thought and woke up. 124  
He could not see the turtle anywhere! He went at full speed to the finish 125  
line but found the turtle there waiting for him. 126  
Thank you very much; I think that's all from our story. 127  
T : Well, from the story just now, what is the moral value? 128  
Ss : The moral value of the story is that do not be arrogant to others and 129  
never underestimate to the weakest opponent. 130  
T : Great! You have a good story to share with your friends. I think we can 131  
learn from the stories that have presented by your friends today and 132  
those stories are very close with our daily life. Okay, students. I think 133  
that's all for our lesson today and see you in the next meeting. 134  
Wassalamu'alaikum warahmatullah wabarakatuh. 135  
Ss : See you. Walaikumsalam warahmatullah wabarakatuh. 136



## Appendix 2:

### Observation checklist for Oral Assessment Practices

No	Types of Practices in Oral Assessment	The students' responses		Note
		Positive	Negative	
1.	Acting from a Script	√		The teacher applied this practice in the first meeting of teaching and learning activity.
2.	Communication Games		√	This practice did not appear during teaching and learning activity.
3.	Discussion		√	This practice did not appear during teaching and learning activity.
4.	Prepared Talk		√	This practice did not appear during teaching and learning activity.
5.	Questioners		√	This practice did not appear during teaching and learning activity.
6.	Simulation and Role-play		√	This practice did not appear during teaching and learning activity.
7.	Telling stories	√		The teacher applied this practice in the last meeting of teaching and learning activity.

### Appendix 3:

#### Interview Guideline for the Teacher

#### Transcript of Interview

**This appendix was expected to answer the following research questions:**

**RQ:** What are the practices of oral assessment done by the teacher?

Interviewee : Teacher

Date of interview: 25<sup>th</sup> April 2018

- 1 R : What are the difficulties that faced by the teacher in oral 1  
assessment practices? 2
- 2 T : I think the difficulties can be handled. For example like just now 3  
in practicing telling story. There are several students who lack of 4  
vocabulary, so they will find the difficulties in speaking. Then, 5  
there are some students memorize the contents of the story in 6  
order to be fluent in producing the words, but not all of the 7  
students did it. 8
- 3 R : How to solve the problem? 9
- 4 T : I asked the students to work together with the students who 10  
fluently in speaking. 11
- 5 R : What types of oral assessment practices do you apply in the 12  
classroom? 13
- 6 T : I apply storytelling and expression for speaking practice. But, 14  
sometimes I also use discussion; brainstorming and presentation 15  
in the classroom activity with adjust the material. Then, for 16  
grammar I asked the students to practice writing rather than 17  
speaking. For the storytelling practice the students not only 18  
browse the story in the internet but also I asked them to watch a 19  
film and then analyze it. 20
- 7 R : What are the kinds of oral assessment practices that improve 21  
active students? 22
- 8 T : All of the practices are improve the students to be active. So, all 23  
of the students are participate in the activity, because if they did 24  
not active in learning then they feel shy with their friends. 25  
Because this class have a good students, so most of the students a 26  
diligent. 27
- 9 R : What are the positive affect of oral assessment practices to students' 28  
oral production? 29
- 10 T : The positive effect is that the students to be easier in 30  
understanding the material. 31

11	R	: What are the negative effects of oral assessment practices to students' oral production?	32 33
12	T	: Students who haven't a good preparation sometimes they feel nervous when presenting their material in front of the class.	34 35
13	R	: What are the teachers' purposes to apply oral assessment practices?	36 37
14	T	: The purpose in applying the oral assessment practices is the students to be fluent in English. Besides, the students to be more enthusiasm in learning.	38 39 40
15	R	: In what way do you prefer to apply oral assessment practices? (Answer in group, pair, and individual)	41 42
16	T	: I prefer to make a group and pairs in practicing speaking.	43
17	R	: What are your strategies when the students give no response to your practice?	44 45
18	T	: I have to call the students to practice in front of the class.	46
19	R	: Does the teacher pay attention to the students' language use in oral assessment practices?	47 48
20	T	: Of course, I pay attention to the use of language, for instance pronunciation, fluency, and vocabulary. It may help the teacher to be able to distinguish which is fluently and less.	49 50 51
21	R	: What are the students' responses after applying oral assessment practices?	52 53
22	T	: Most of the students are give positive responses because the practices applied by the teacher improve the students to be active in learning.	54 55 56